



My County 4-H Record Book for 2020-2021

Name:	
Mailing Address	
City, State Zip	
4-H Club	
Grade as of September 2020	

Parts of a County 4-H Record Book

Place the following items in a folder:

- This form
- One or more Project Report Sheets
- Story (2 page maximum)
- One page of pictures per project (with captions)

Projects Reported in this County 4-H Record Book:
1. _____
2. _____
3. _____
4. _____
5. _____

County Guidelines: *Insert your specific guidelines here regarding requirements for a medal, how many times a medal can be won, specifics for standard-based awards (gold, silver, bronze, etc) if they are based on record books, etc.*

We have reviewed this form and believe the information in it to be correct

Member _____ Date _____

Parent _____ Date _____

4-H Leader _____ Date _____

Project Medals Available to Apply for

Achievement	Horse
Agriculture	Hobbies
Beef	Industrial Arts
Bread	Judging
Bicycle	Leadership
Cats	Outdoor Education and Recreation
Child Care	Performing Arts
Citizenship	Personal Development
Clothing and Textiles	Petroleum Power
Commodity Marketing	Pets
Community Service	Photography and Video
Conservation of Natural Resources	Physical Science
Consumer Education	Poultry
Consumer and Family Sciences	Public Speaking
Dairy	Rabbits
Demonstration	Reporting Media
Dogs	Safety
Electricity	Sheep
Entomology	Shooting Sports
Forestry	Swine
Food Preservation	Technology and Engineering
Family Life	Tractors
Fashion Revue	Vet Science
Food Nutrition	Visual Arts
Gardening/Horticulture	Wildlife and Fisheries
Goats	Wood Science
Healthy Living	

What is a 4-H Project?

A project is a subject or topic that you learn about in 4-H. More important, a project is something you do or make, which results from knowledge and skills you learned in the project. You learn about your project from attending club meetings club meetings and educational workshops and working with adult leaders and other 4-H members. You can also learn from field trips and camps, by participating in shows and competitions, as well as though family and self study.

Why Complete a 4-H Record Book?

A record book not meant to be a chore. Instead, it is a way for you to learn. Here are some important reasons why 4-H expects you to complete a 4-H Record Book for your project.

Keeping a 4-H record book will help you:

- Learn how to organize yourself
- Learn how to use project objectives to set goals and plan your project work for the year
- Learn how to set reasonable goals for yourself
- Appreciate and explain what you've learned this year in your project work
- Gather information needed to apply for awards
- Meet requirements to participate in some county and state 4-H events

Why do we have objectives for project work?

Objectives are available for more than 25 projects with state scholarships available for members age 14 and over. While a different form is completed by members to compete for scholarships, the individual forms that accompany this form will help members work toward the project objectives from the beginning.

- ✓ Objectives provide standards or guides for project work – like a map, they give direction
- ✓ Members who work toward the stated project objectives have the opportunity for similar project experiences – regardless of their location
- ✓ Judging committees use objectives to evaluate progress a member has made in improving his/her skills in a particular area

SUPPORTING PHOTOGRAPHS

Photographs can add interest and help tell a story about a successful 4-H project or career. But they won't go any good if the photos are dark, out of focus, or don't have anything to do with your project. Good quality, well-planned photos set your record book apart. Photos tie the entire record book or application together and add impact, provided they are good pictures with informative captions. Photos need to relate to your project and give details you may not have been able to relate clearly anywhere else or add emphasis.

Photos are used as "supporting evidence". They must help tell the story of your project. The pictures need to show activities and details. Taking pictures to tell the complete story takes real planning.

Taking the Photographs

- ☞ A project may be spread over a period of time, even several years; every project has important phases that can only be captured on film when they happen. Even you have grown as your project has grown.
- ☞ It is best to take pictures throughout your project, but sometimes staged photos are needed. Work at making them not look staged.
- ☞ Use the appropriate film to obtain the best pictures. In general, a film with a lower ASA/ISO rating, for example, 100 ASA, is used when there is plenty of light available. A film with a higher rating, 400 ASA or 1000 ASA is used when there is not enough light available. The best all-around choice is 200 ASA. Digital photos are acceptable as long as they are photos that have not been electronically altered – enhancement (cropping, lightening, etc) to improve photo quality is acceptable and encouraged.
- ☞ Hold your camera steady. Gently squeeze the shutter release. Sudden movement of your camera can cause fuzzy, out of focus pictures.
- ☞ Understand how your camera's flash works. Have your flash properly "synched" with your camera. Stand close enough to allow the light from the flash to reach your subject. Base this distance on the film speed and flash setting you select.
- ☞ Clean your camera's lens because lint on it can cause misty looking pictures.
- ☞ Be sure your pictures are properly exposed – not too light, nor too dark.
- ☞ For dramatic pictures, choose your camera angle carefully. Move around your subject to determine the best perspective. You may find that the subject looks better at a high- or low-viewing angle.
- ☞ Try to avoid cluttered backgrounds. Maintain only one center of interest in each picture. Eliminate all distracting elements by moving closer to your subject or by keeping the foreground and background simple.
- ☞ Move closer to your subject whenever possible; close-up pictures have more impact than distant shots.
- ☞ Always focus your camera's lens on your subject's eyes or face.
- ☞ Take a number of shots of the same activity to avoid being "stranded" with only one photo of a crucial scene, during which your subject had their eyes closed.

- ☞ Take pictures during early morning or late afternoon. Those taken around noon may appear washed out.
- ☞ Check that your light source is behind you and not your subject.
- ☞ If your subject is wearing a hat with a brim, you may need to use a flash to avoid a shadow across the face. If needed, ask your subject to tilt the hat back a bit or remove it altogether.
- ☞ If there is something that will reflect light, such as something with a shiny surface, make sure the flash is pointed directly at that object.

Mounting the photographs

Now that you have clear, sharp pictures, the next step is to mount them in a professional manner to enhance your project.

- ☞ Use photo mounting cement that is moisture-resistant and will not stain your photos. Rubber cement, pastes that contain water or penetrating solvents can stain your prints or cause them to wrinkle.
- ☞ Watch the number of photos to a page. Usually 3-4 photos with captions look best on an 8 ½ x 11 inch sheet of paper.
- ☞ Be careful in using mountings or borders or color pages to mount photos. A light color such as cream or gray can provide an attractive background while bright colors can be very distracting.

Writing the Captions

A caption is a short description of the activity in your photo. Informative captions can indicate your knowledge of the project or provide additional information that is not already stated. The caption should indicate personal involvement. Use captions to explain something important about the photo that may not be easily understood by someone who is not familiar with your project.

- ☞ Avoid starting each caption with “Here I am...”; “I am...”; “This is me doing...”
- ☞ Be sure the caption relates to the photo.
- ☞ Check the spelling and grammar of your captions.
- ☞ Don’t repeat yourself in the same caption. Remember, your space is limited.

Do not write as if you are talking about yourself to someone else. For example: “David is shown planting a test plot of corn,” sounds strange if you are David.

Leadership and Citizenship in all Projects

Year 2020-2021

Leadership

List leadership activities you have been involved in. Leadership is defined as one-on-one assistance, organizing an activity, teaching a workshop, holding an office, serving on a committee, etc.

Description of activity	L	C	D	S	# of Hours	Number Reached

Citizenship

List the citizenship/community service activities you have been involved in. Include activities that benefit an individual, a non-4-H group or the community. May include activities that exhibit the qualities of a good citizen.

Description of activity	L	C	D	S	# of hours	Number Helped

4-H Awards and Special Recognition

Year 2020-2021

Type of Award or Recognition	L	C	D	S

Non-4-H Experiences

List your most meaningful non-4-H experiences including participation in school, church/faith or community organizations

Type of Activity, Award or Recognition	L	C	D	S

Section I-B What have you learned in this project?
Limited to space provided – 1 page

Supporting Photographs

Limited to one page per project, include captions for photos